



St Nicholas Priory C.E. V.A. Primary School

Read Write Inc Policy (reviewed & updated April 2016)

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for children currently in Reception, year 3 and 4 learning to read. It is aimed at children who need extra support to reach age appropriate expectations for their reading. A fundamental part is by teaching the synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur Monday to Thursday lesson 1 with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing
- develop an adventurous use of language
- support writing development. .

Teaching and Learning Style

This is based on the 5 Ps.

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested frequently and the groups are reorganised accordingly.

The planning is integrated into the deliverers handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced at orange group level.

R.W.I. across the school

Early Years

Children in Reception are taught Set 1 sounds, letter formation using RWI prompt and Word Time which involves the process of blending/segmenting. Once word time 7 is delivered, children are assessed individually and grouped according to their reading ability. This is when Set 2 and 3 sounds are introduced. Visual resources are on display and referred to in order to enhance learning.

Key Stage Two: R.W.I. groups will take the form of an intervention during reading sessions for those children with the greatest need in Year 3 and 4 daily from 9 –10 inclusively. There may be other children included in the programme for example newly arrived EAL pupils. Fresh Start groups will be available for children in year 5 and 6. All staff will refer specifically to aspects of grammar when teaching and modelling sentence construction.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. The programme itself also caters for different learning styles. Children who are no longer in the colour groups will have time to develop their reading in comprehension before moving on to guided reading in class.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the group leader assesses the progress of the children. They assess how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story
- show knowledge of sounds

The R.W.I manager monitors attendance within the groups and pupils that need extra reinforcement of a particular element that has been covered. This can be the recommendation of 1:1 phonics.

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Group leaders are requested not to move children without a referral to the R.W.I manager.

Monitoring and Review

The R.W.I. Manager

- tests and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-to-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the Head teacher regarding groupings, teaching spaces and other pertinent matters
- manages resources
- is responsible for reporting to the subject leader for literacy the impact of the programme.

Name **Date: 11th July 2016**

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• **Signature**

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• **(On behalf of the Governing Body)**

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• **Headteacher..... Date**

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• **Next review date: April 2017**

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